



St Paul Elementary

3074 Liberty Hill Road
Summerton, SC 29148

| | | |
|-----------------------|-----------------------|--------------|
| Grades | 3-5 Elementary School | |
| Enrollment | 200 Students | |
| Principal | Patricia R. Middleton | 803-478-2286 |
| Superintendent | Dr. Rose H. Wilder | 803-485-2325 |
| Board Chair | Mr. John D. Bonaparte | 803-505-2222 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | At-Risk |
| 2007 | Average | At-Risk |
| 2006 | Good | Excellent |
| 2005 | Average | Average |
| 2004 | Average | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

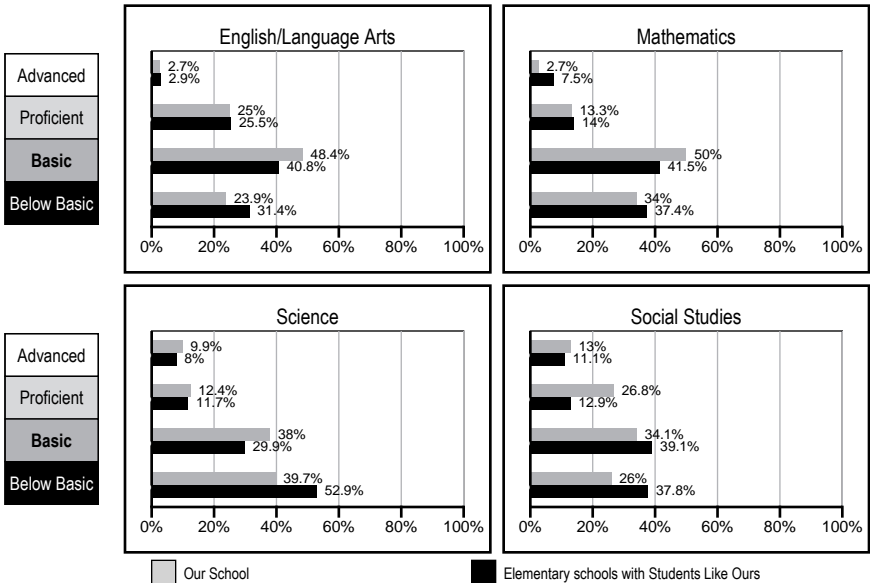
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 4 | 1 | 15 | 17 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=200) | | | | |
| First graders who attended full-day kindergarten | N/R | N/R | 100.0% | 100.0% |
| Retention rate | 0.5% | Down from 5.7% | 3.2% | 2.3% |
| Attendance rate | 95.9% | Down from 96.8% | 96.0% | 96.3% |
| Eligible for gifted and talented | 9.2% | Up from 7.1% | 2.3% | 10.4% |
| With disabilities other than speech | 15.0% | Up from 7.0% | 7.8% | 7.5% |
| Older than usual for grade | 1.5% | Up from 1.3% | 1.5% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.5% | Up from 1.1% | 0.0% | 0.0% |
| Teachers (n=17) | | | | |
| Teachers with advanced degrees | 52.9% | Down from 57.1% | 52.9% | 56.7% |
| Continuing contract teachers | 29.4% | Down from 71.4% | 66.7% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 53.0% | Down from 71.7% | 80.8% | 86.4% |
| Teacher attendance rate | 95.4% | Down from 96.3% | 95.0% | 94.9% |
| Average teacher salary | \$39,589 | Up 1.0% | \$43,283 | \$45,345 |
| Professional development days/teacher | 16.8 days | Down from 31.6 days | 13.5 days | 12.6 days |
| School | | | | |
| Principal's years at school | 5.5 | Up from 4.5 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.1 to 1 | N/R | 16.1 to 1 | 18.5 to 1 |
| Prime instructional time | 88.1% | Down from 89.5% | 89.4% | 89.8% |
| Opportunities in the arts | Good | Up from Poor | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 66.1% | Down from 94.7% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil* | \$6,773 | Down 16.6% | \$8,468 | \$7,052 |
| Percent of expenditures for instruction* | 66.8% | Down from 67.9% | 67.4% | 69.1% |
| Percent of expenditures for teacher salaries* | 60.5% | Down from 64.1% | 60.5% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

St. Paul Elementary School, formerly St. Paul Primary School, once housed students in grades PreK-3rd grades. Upon the completion of the Summerton Early Childhood Center in the summer of 2007, plans were implemented to have fourth and fifth grade students and teachers transferred to the former St. Paul Primary site while third grade students and teachers remained. Thus, St. Paul Primary was renamed St. Paul Elementary School. The Summerton Early Childhood staff and students were transferred to the SECC site (PreK-2nd) and a new principal was named.

The 2007-2008 school year for the "new" St. Paul Elementary provided excellent services for 203 students in grades 3 – 5. Our mission is to provide a child-centered education through meaning learning experiences to all our students, thus shaping them into productive citizens. St. Paul Elementary School is a school on the rise to academic success and excellence. St. Paul was recognized by the Education Oversight Committee for "Closing the Achievement Gap" in 2007 between subgroups. The school received this recognition in 2003, 2005, and 2006. St. Paul Elementary received its accreditation from the Southern Association of Colleges and Schools. Currently, 100% of the instructional staff of St. Paul Elementary meets the federal standards of "Highly Qualified." Teachers pursue ongoing professional development to ensure that the best practices are available to all students.

St. Paul Elementary utilizes an integrated, standards-based curriculum that incorporates technology to engage students through software programs, internet resources, computer lab activities, laptops, Promethean Interactive Boards, and United Streaming. A trained Science Coach works with the teachers and students to implement hands-on science lessons that align with STC Science Kits. The on-site Curriculum Resource Teacher provides teachers with needed assistance by providing demonstration lessons, locating information and resources for lesson implementation, and working with students in small groups. Teachers design and implement lessons and activities after careful observation and documentation of students' needs and interests. Students were assessed during the school year with quarterly Benchmarks, MAP, and content tests.

During the year, our students, parents, community members, and faculty were engaged in numerous activities designed to broaden students' academic, social, and emotional growth. In the fall, our very first Miss St. Paul Elementary School was crowned. Students participated in the Math Multiplication Bowl, science fair, accelerated reading, American History Waxed Museum Project, and several community service projects. Our parents participated in our annual Parent Spring Conference, SIC trainings, monthly parenting workshops, PTO, district level Parents' Summit, and monthly SIC meetings. Members of our community also supported and participated in several school events during the year. Our local politicians participated in our Legislative Day event, while local Veterans shared their experiences with our students, faculty, and staff during our Veterans Day Celebration.

Patricia R. Middleton, Principal
James Bannister, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 15 | 57 | 42 |
| Percent satisfied with learning environment | 92.9% | 68.4% | 72.5% |
| Percent satisfied with social and physical environment | 92.3% | 71.4% | 85.4% |
| Percent satisfied with school-home relations | 86.7% | 89.5% | 85.4% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.9% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 202 | 99.5 | 23.3 | 48.1 | 24.9 | 3.7 | 45.5 | 34.8 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 97 | 100 | 28 | 49.5 | 20.4 | 2.2 | 39.8 | 31.2 | 41.7 | N/A | N/A |
| Female | 105 | 99.1 | 18.8 | 46.9 | 29.2 | 5.2 | 51 | 38.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 60 | I/S | I/S |
| African American | 197 | 99.5 | 22.3 | 48.9 | 25.5 | 3.3 | 46.2 | 35.2 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 70.4 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 32 | 100 | 61.3 | 29 | 3.2 | 6.5 | 22.6 | 10.8 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 192 | 99.5 | 23.9 | 48.9 | 25 | 2.2 | 43.9 | 34 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 202 | 99.5 | 33.3 | 49.7 | 13.2 | 3.7 | 29.6 | 26.5 | 45.8 | No | Yes |
| Gender | | | | | | | | | | | |
| Male | 97 | 100 | 36.6 | 44.1 | 14 | 5.4 | 29 | 26 | 45.6 | N/A | N/A |
| Female | 105 | 99.1 | 30.2 | 55.2 | 12.5 | 2.1 | 30.2 | 27 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 59 | I/S | I/S |
| African American | 197 | 99.5 | 32.1 | 51.1 | 13.6 | 3.3 | 29.9 | 25.9 | 26.9 | No | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 71.3 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 32 | 100 | 71 | 22.6 | 0 | 6.5 | 6.5 | 4.6 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 192 | 99.5 | 33.9 | 50 | 12.8 | 3.3 | 28.3 | 25.4 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 131 | 97.7 | 37.8 | 38.7 | 12.6 | 10.9 | 23.5 | 18.9 | 35.7 | 95.9 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 58 | 96.6 | 44.4 | 33.3 | 13 | 9.3 | 22.2 | 17.6 | 37.4 | 95.9 | 96.1 |
| Female | 73 | 98.6 | 32.3 | 43.1 | 12.3 | 12.3 | 24.6 | 20 | 33.8 | 95.9 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 49.2 | 91.6 | 94.2 |
| African American | 128 | 97.7 | 37.1 | 38.8 | 12.9 | 11.2 | 24.1 | 19 | 17 | 96 | 96.4 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58 | N/A | N/A |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 24.9 | 92.6 | 95.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 37.4 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 19 | 100 | 83.3 | 11.1 | 0 | 5.6 | 5.6 | 2.3 | 14 | 95.6 | 96.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | 99.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 24.4 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 126 | 97.6 | 39.5 | 37.7 | 13.2 | 9.6 | 22.8 | 18.2 | 21.1 | 95.9 | 96.3 |

Social Studies

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 134 | 100 | 25.6 | 33.6 | 27.2 | 13.6 | 40.8 | 26.3 | 34 | 95.9 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 69 | 100 | 30.3 | 22.7 | 34.8 | 12.1 | 47 | 31.9 | 36.6 | 95.9 | 96.1 |
| Female | 65 | 100 | 20.3 | 45.8 | 18.6 | 15.3 | 33.9 | 21 | 31.3 | 95.9 | 96.5 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 44.5 | 91.6 | 94.2 |
| African American | 131 | 100 | 25.4 | 33.6 | 27.9 | 13.1 | 41 | 26.2 | 19.1 | 96 | 96.4 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 58.9 | N/A | N/A |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 27.5 | 92.6 | 95.9 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.7 | N/A | N/A |
| Disability Status | | | | | | | | | | | |
| Disabled | 24 | 100 | 60.9 | 30.4 | 4.3 | 4.3 | 8.7 | 4.4 | 14.4 | 95.6 | 96.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | 99.9 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 27.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 128 | 100 | 25.8 | 35 | 25.8 | 13.3 | 39.2 | 25.4 | 21 | 95.9 | 96.3 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 69 | 100 | 4.8 | 45.2 | 45.2 | 4.8 | 50 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 73 | 98.6 | 11.8 | 50 | 30.9 | 7.4 | 38.2 |
| | 4 | 65 | 100 | 20.3 | 54.2 | 22 | 3.4 | 25.4 |
| | 5 | 64 | 100 | 38.7 | 40.3 | 21 | 0 | 21 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 69 | 100 | 16.1 | 51.6 | 30.6 | 1.6 | 32.3 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 73 | 98.6 | 27.9 | 51.5 | 16.2 | 4.4 | 20.6 |
| | 4 | 65 | 100 | 32.2 | 45.8 | 15.3 | 6.8 | 22 |
| | 5 | 64 | 100 | 40.3 | 51.6 | 8.1 | 0 | 8.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 36 | 100 | 30 | 30 | 36.7 | 3.3 | 40 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 34 | 94.1 | 26.7 | 26.7 | 23.3 | 23.3 | 46.7 |
| | 4 | 64 | 100 | 34.5 | 48.3 | 10.3 | 6.9 | 17.2 |
| | 5 | 33 | 97 | 54.8 | 32.3 | 6.5 | 6.5 | 12.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 36 | 100 | 6.9 | 34.5 | 41.4 | 17.2 | 58.6 |
| | 4 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 5 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 3 | 38 | 100 | 13.9 | 22.2 | 25 | 38.9 | 63.9 |
| | 4 | 65 | 100 | 11.9 | 47.5 | 37.3 | 3.4 | 40.7 |
| | 5 | 31 | 100 | 66.7 | 20 | 10 | 3.3 | 13.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| 2008 | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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N/A–Not Applicable

N/AV–Not Available

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